Response to Intervention An Overview

Education Success Task Force September 12, 2011

Rtl Defined:

Rtl is the practice of systemically providing high-quality, research-based instruction and intervention that...

- ✓ Is matched to student need
- ✓ Uses frequent progress monitoring to make decisions about instruction and goals, and
- ✓ Applies the child's response data to important educational decisions

[NASDSE, 2005]



Why Rtl

- General, compensatory, special, and gifted education operating as a seamless, unified system.
- Ensures all students receive high quality instruction and are held to high standards of achievement.
- Provides help more quickly to struggling learners, preventing the "wait-to-fail" phenomenon.
- Provides alternate interventions special education or other eligibility-driven programs not the only pathway to assistance.
- Shifts focus from eligibility to a focus on effective instruction and results.
- Lowers proportion of minority students misidentified as needing special education.

The Research

	Systemic Outcomes	Student Outcomes
Number of Studies	13	11
Mean Effect Size* (unweighted)	1.53	.96
Standard Deviation	1.02	.77
Unbiased Estimate of Effect	1.54	1.02

^{*}Effect Size: the increase or decrease in achievement of the experimental group in standard deviation units. Typically an effect size of .8 or higher is considered a strong effect

Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analytic review of responsiveness to intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment* 23, 381-394

Colorado Multi-Tiered Model of Instruction & Intervention

Intensive Level

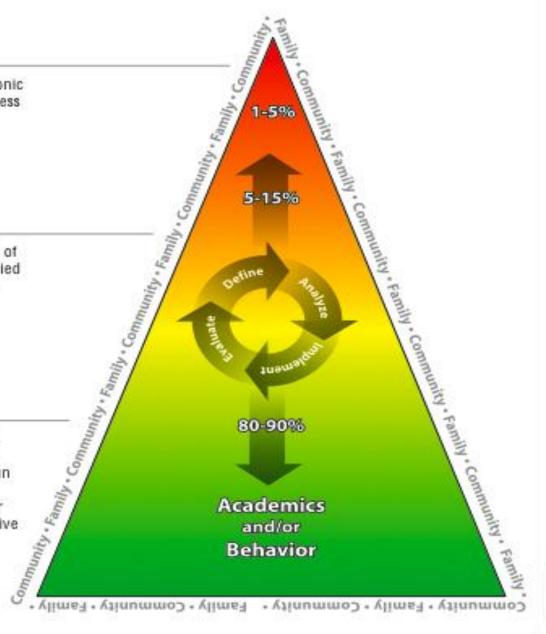
Interventions are provided to students with intensive/chronic academic and/or behavior needs based on ongoing progress monitoring and/or diagnostic assessment.

Targeted Level

Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make sufficient progress in general education.

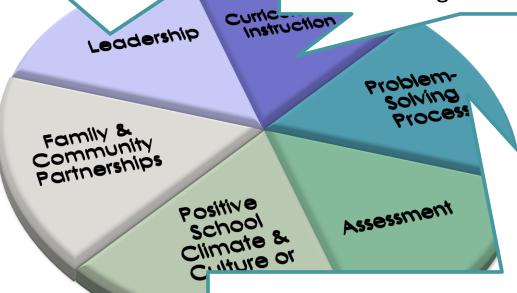
Universal Level

ALL students receive research-based, high quality, general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.



Leadership includes creating a clear vision & commitment, inspiring growth, holding high standards, promoting systemic changes, committing resources, and supporting problem-solving.

A curriculum is an organized plan designed to promote mastery of the state standards, and instruction is designed to ensure all students master these goals.



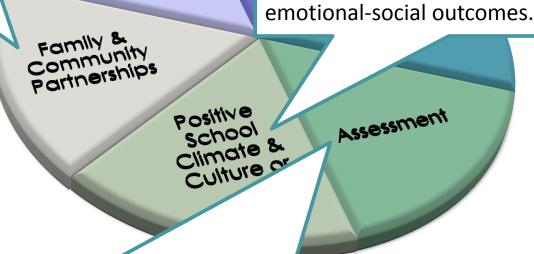
To provide a frame

The **problem-solving process** involves creating a collaborative culture that engages in problem-solving at all levels (BOCES, district, school, classroom, and individual student). The PS model is a 4-step model used to address identified concerns with all relevant stakeholders (educators, families, students etc.)

Leadership

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A positive school climate is an environment that is proactive, safe, and culturally responsive. It is built upon a caring school community that welcomes, honors, supports and builds relationships with diverse learners and families to increase academic and emotional-social outcomes



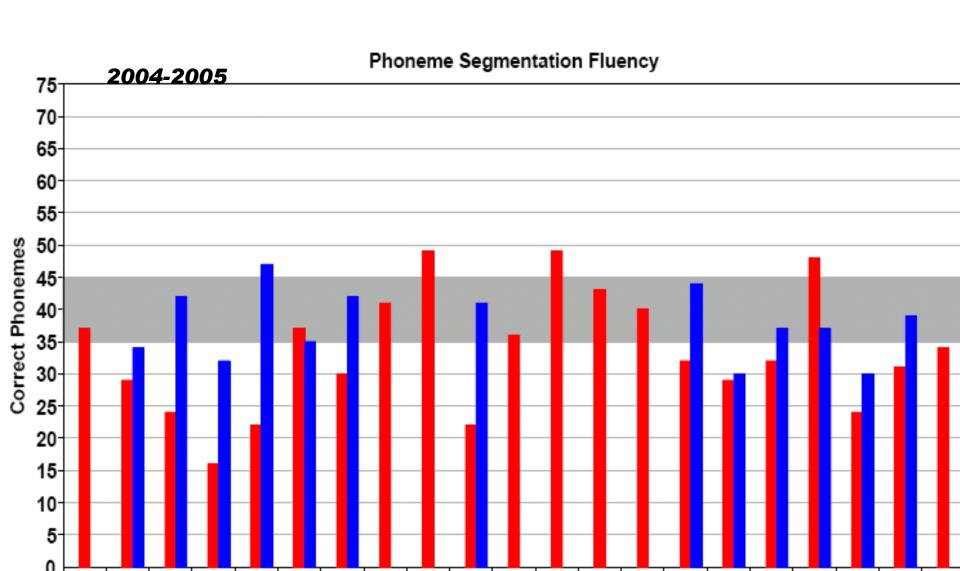
Assessment is the ongoing process of gathering information to make educational decisions for both academics and behavior. There are four primary types of assessment, with distinct purposes and uses (screening/benchmarking, diagnostic, progress monitoring, outcome/summative).

Research to Practice: The Universal Tier

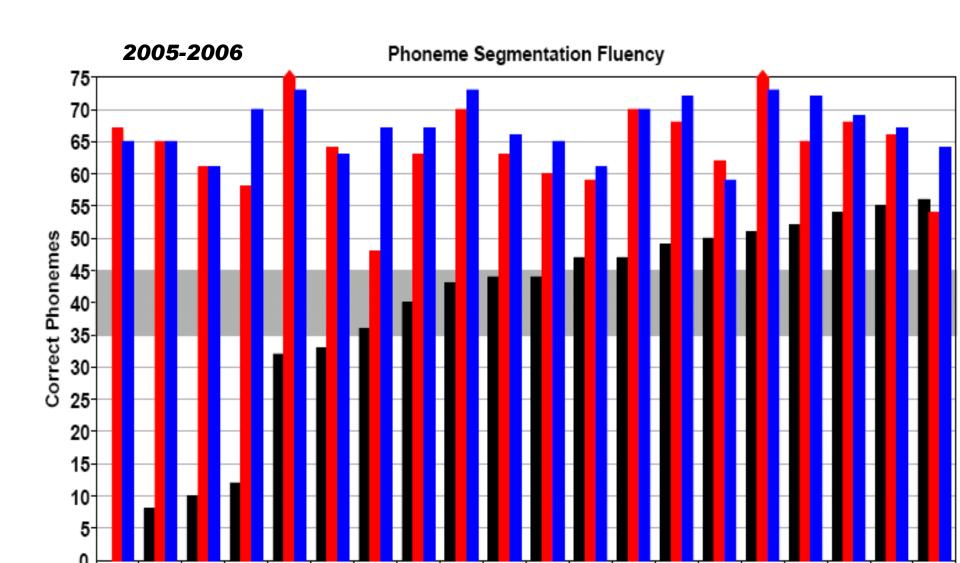


Curriculum & Instruction	Problem-Solving	Assessment
Research-based curriculum & instructional practices	Professional Learning Communities	School-wide screenings 3 times per year
Based on state standards	Data-dialogue meetings Grade or Content-level meetings	Classroom assessments
Intervention occurs in the general design of the classroom	Address curricular gaps based on review of class benchmarks or other data	Benchmarks
Instructional changes are made based on classroom and school-wide assessment		Quarterly and Unit Assessments

1st Grade Teacher: Before Explicit, Systematic Universal Curriculum



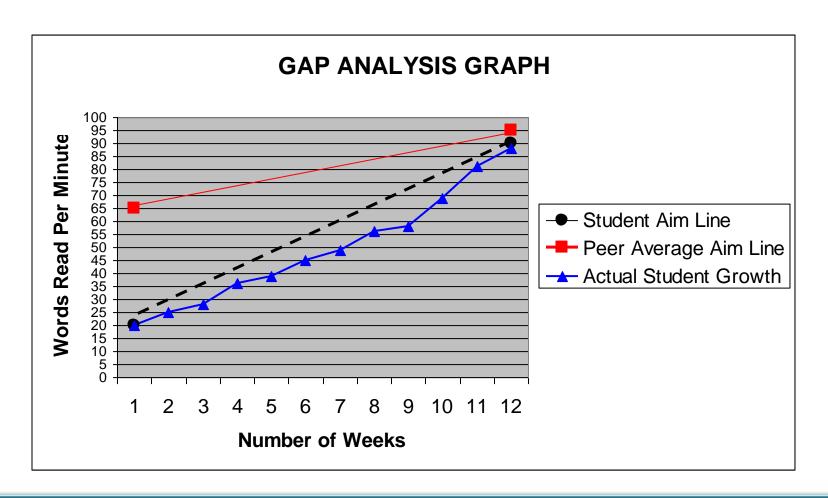
Same 1st Grade Teacher, Different Cohort: After Explicit, Systematic Universal Curriculum

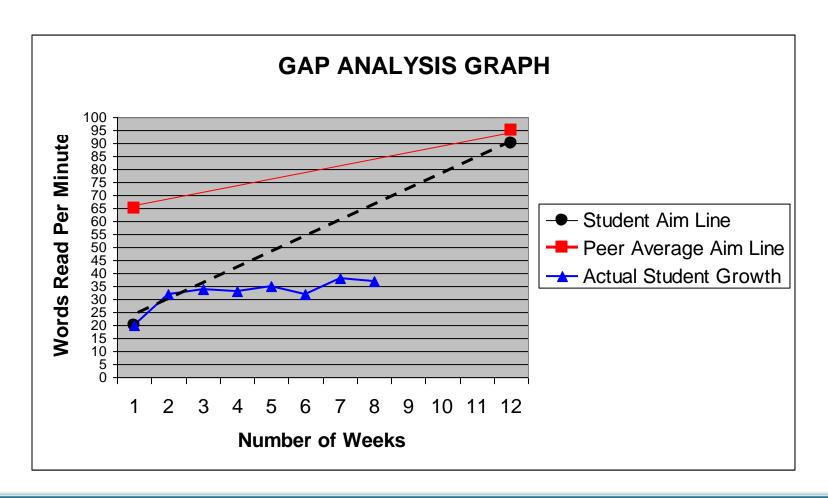


Research to Practice: The Targeted Tier

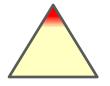


Curriculum & Instruction	Problem-Solving	Assessment
Instruction supplements, not supplants core instruction	Schoolwide data used to determine necessary standard protocol interventions	Progress is monitored more often (weekly, bi-monthly)
Focus on non-responders to universal	Consultation between consultant and teacher to support the process	Diagnostic assessments used to target interventions
Standard protocol interventions adopted	Individual problem-solving team meeting includes families from the beginning	Trends in performance used to gauge effectiveness of supports & interventions
Short-term intervention		Ineffective intervention plans are adjusted in a timely manner
Homogeneous small group instruction		Intervention plans modified based on emerging needs

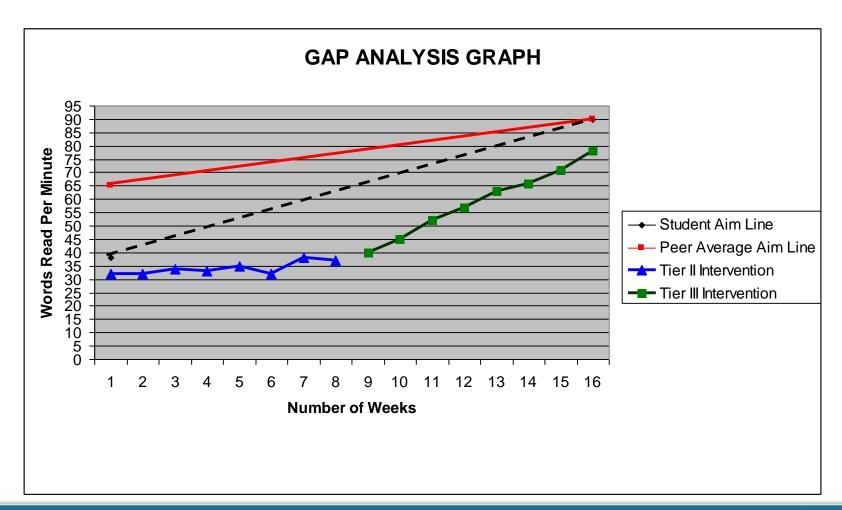


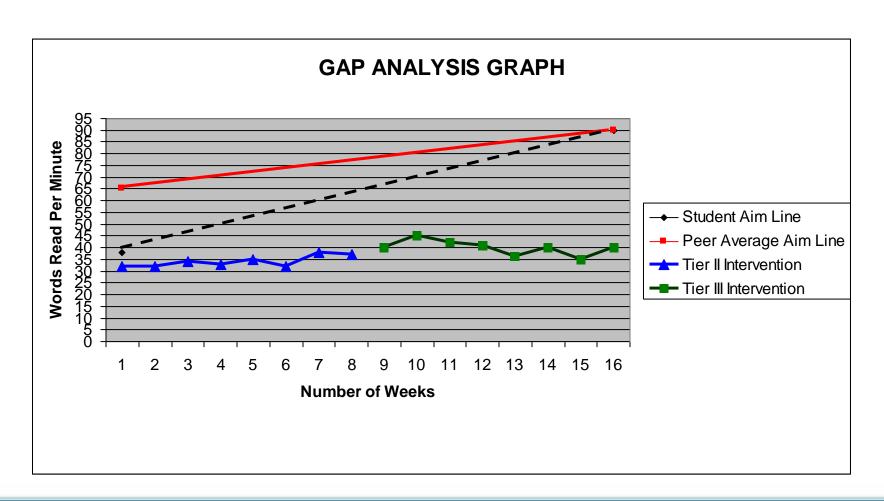


Research to Practice: The Intensive Tier



Curriculum & Instruction	Problem-Solving	Assessment
Intervention may or may not stay the same; will increase in ✓Intensity ✓Frequency ✓Duration	Same process as targeted tier, focus shifts to why interventions have been unsuccessful	Progress monitoring may need to happen every week depending on the grade level and/or skill
Supplemental curriculum is preferred—if supplanting, consideration is given to potential unintended consequences	Develop & improve existing interventions or generate new ones that are more intensive and individualized	Further diagnostic assessment may be necessary to identify breakdowns in learning & identify interventions
Lack of progress and inability to close the gap with intensive interventions may indicate a disability issue	Consultants continue to dialogue with classroom teacher, parent, etc. between meetings to support intervention plan	





What Can Rtl do for Educators?

- Validate the effectiveness of teaching
- Determine areas of weakness immediately
- Set individual goals and determine progress at any time
- Evidence student growth with data
- Ability to track progress over time

[LRP Publications, 2006]



Rtl Tools for Support

- Tools & Resources
 - Guidebooks
 - Videos
- Professional Development
 - Online courses

www.cde.state.co.us/rti